

The tutors from Academic Achievement Tutoring Services, Inc. will ensure that each tutoring session will complement and reinforce the curriculum taught in the classroom. Reading materials from three reading programs; Open Court, Houghton Mifflin, and Harcourt, each have incorporated research by the National Reading Panel (2000). The research states that struggling readers need explicit, focused instruction on skills such as phonemic awareness and phonics along with vocabulary, fluency and comprehension. Alnermann's research (2002) has shown that effective literacy instruction for older students focuses on their individual interests and uses diverse reading materials, such as engaging trade books and digital texts. If needed, supplemental reading materials such as those listed above will be used to support the district curriculum. Research on mathematics has shown that struggling students benefit from instruction that builds new knowledge from experience and prior knowledge (NCTM 2000). District mathematics programs such as Houghton Mifflin, Scott Foresman-Addison Wesley, and Everyday math were all selected by districts because they are research based and proven effective in increasing student achievement. Strategies used during tutoring sessions will be research based and incorporate the state standards and benchmarks as well as, grade level content expectations.

Afterschool and summer school programs can increase the achievement of at-risk students by an average of four percentage points on reading and math tests, according to a recent analysis of Mid-continent Research for Education and Learning (McREL). A key finding was that out of school strategies that provide one-on-one tutoring for low-achieving or at-risk students have the strongest effects on reading achievement. Students in these settings experienced the largest average positive effect size in the entire study – a gain of 19 percentage points. As a result, McREL's researchers suggest that out-of-school reading programs focus on individual tutoring for students. McREL also found that while older students may benefit more from out-of-school strategies to improve math skills, high school students saw the largest math gains, with scores jumping an average of 17 points.

The Academic Achievement Tutors will provide evidence of student success by administering the KTEA-II (brief form) as a pre and post test from pre-kindergarten through 12th grades or MAT8 (short form) as a pre and post test from kindergarten through 12th grades. The tutors will also provide evidence of student success by communicating with the classroom teacher(s) to assess academic growth in the classroom.

Many of the tutors in the program have experience and have demonstrated an increase in student achievement. They have found that by using the above program and building a relationship of trust that incorporates high expectations, students are successful and are able to self assess. They have also found that assessing work at each session and communicating with parents and teachers often has helped students to become self motivated.

4. Describe evaluation, monitoring for effectiveness and communication process.
 - a) Describe how the program will be monitored for effectiveness.
 - b) Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used.
 - c) Describe how the district, parents, and teacher(s) will be notified of the student's

Progress (in their native language, if necessary).

a. Describe how the program will be monitored for effectiveness.

The program will be monitored for effectiveness by students' academic progress.

Assessments will be part of each tutoring session. Students will be asked to keep a portfolio of work accomplished with the tutor. The diverse array of assessments could include student's homework, special classroom projects, assignments, reviewing classroom tests, and observation of student performance. Students will also be taught how to self-assess, which is an essential part of learning.

b. Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used.

The KTEA-II (brief form) is an individually administered diagnostic battery that yields norm-referenced subtest scores and a battery composite. It gives you a flexible, thorough assessment of the key academic skills in reading, mathematics, written language, and oral language. The brief form is for ages 4 1/2 through 90. This battery will be used as a pre and post test. The Metropolitan Achievement Test, 8th Edition, (short form), is a nationally norm-referenced test that assesses reading, language arts, and mathematics skills in grades kindergarten through 12th grades. This MAT8 (short form) will be available for pre and post testing if the tutor and teacher prefer.

c. Describe how the district, parents, and teacher(s) will be notified of the student's Progress (in their native language, if necessary).

Districts will receive reports quarterly. Progress reports will be provided weekly to parents and monthly to teachers. English second language (ESL) parents will have a prearranged conference with the tutor of the student and ESL classroom teacher or Academic Achievement Tutoring Services ESL tutor, if necessary. Parents, teachers, and secondary students will be given a survey at the conclusion of the tutoring sessions on feedback of the effectiveness of the program.

5. Indicate the pricing structure for providing supplemental services.

Each tutoring session length will be 60 minutes plus. The number of tutoring sessions will be two to four per week as agreed upon by tutor and parent. The National Reading Panel concluded in its research that one on one tutoring is an effective intervention that can provide support and raise student achievement for struggling readers. The majority of tutoring sessions will be one on one; the cost will be \$40.00 per hour. If necessary, tutoring for two on one will cost \$35.00, tutoring for three on one \$30.00 and four on one \$25.00.